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ABSTRACT

Bullying is by far the biggest violence problem on many school campuses in many countries. As with other forms of violence, the conditions at school seem to play a role in minimizing or exacerbating bullying. Schools need to create caring, supportive, and safe environments and a sense of community in order to reduce violence and promote well-being. This quick training aid presents a brief set of resources to guide those providing an in-service training session on bullying prevention. The packet contains a brief introduction to the topic with key talking points, fact sheets, tools and handouts, and a directory of model programs and additional resources. (GCP)

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Mental Health in Schools Center
Training and Technical Assistance

ED 463 499

A Center Quick Training Aid . . .

Bullying Prevention

This document is a hard copy version of a resource that can be downloaded at no cost from the Center's website http://smhp.psych.ucla.edu

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
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Mental Health in Schools Center
Training and Technical Assistance

The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
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Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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Quick Training Aids

Bullying Prevention

Periodically, windows of opportunities arise for providing inservice at schools about mental health and psychosocial concerns. When such opportunities appear, it may be helpful to access one or more of our Center's *Quick Training Aids*.

Each of these offers a brief set of resources to guide those providing an inservice session. (They also are a form of quick self-tutorial and group discussion.)

Most encompass

- key talking points for a short training session
- a brief overview of the topic
- facts sheets
- tools
- a sampling of other related information and resources

In compiling resource material, the Center tries to identify those that represent "best practice" standards. If you know of better material, please let us know *so that we can make improvements.*

This set of training aids was designed for free online access and interactive learning. It can be used online and/or downloaded at http://smhp.psych.ucla.edu – go to Quick Find and scroll down in the list of "Center Responses" to Bullying. Besides this Quick Training Aid, you also will find a wealth of other resources on this topic.

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Guide for Suggested Talking Points

Page

I. Brief Overview

A. Present main points from: Bullying: A Major Barrier to Student Learning - Excerpted from the Fall 2001 Addressing Barriers to Learning newsletter (Vol. 6, #4). 5

1. The introduction provides a brief description of the types of behaviors which are subsumed under the definition of "bullying," and includes statistics on bullying which may be used to introduce the extent of the problem.

2. Note the section entitled "Understanding Why," which provides information regarding psychological factors which may contribute to the development of bullying behaviors.

3. The points under the section titled "What to do" can form the basis for discussion in an effort to understand the associations between different forms of bullying, their unique causes, and the school's role in providing interventions that will address the source and nature of the problem.

B. Review Study
Bullying common, linked to poor psychosocial adjustment. - Excerpt from *The Brown University Child and Adolescent Behavior Letter*, June, 2001. Available from FindArticles.com (http://www.findarticles.com/cf_0/m0537/6_17/76486920/print.jhtml) 7

1. This review of a research article provides more detailed information regarding the nature and extent of bullying in the US described in the brief overview (above).

II. Fact Sheets

A. Addressing the Problems of Juvenile Bullying US Department of Justice, Office of Juvenile Justice and Delinquency Prevention (June 2001). OJJDP Fact Sheet #27. (http://ericcass.uncg.edu/virtuallib/bullying/juvenilebullying.pdf) 11

1. This fact sheet provides an overview of bullying. In addition, note the section entitled "The Effects of Bullying," which provides an argument for the association between bullying and subsequent social as well as academic problems in childhood and throughout adult life.

2. "Addressing the Problem" provides bulleted strategies for intervening at all levels of the school system that have been proven effective. This section may provide a starting point for discussing intervention at the school, classroom and individual levels.

3. A model program discussed in this article (Olweus Bullying Prevention Program) is referenced at the end. More information about the program can also be found online: http://www.colorado.edu/cspv/blueprints/model/ten_bully.htm

B. Bullying Prevention: Recommendations for Schools - Center for the Study and Prevention of Violence Fact Sheet (http://www.Colorado.EDU/cspv/factsheets/SCSS%20Bullying%20-%20School%20Recommendations.html) 13

1. This fact sheet provides a more comprehensive explanation of how interventions must target all relevant levels (school, classroom and individual) to eradicate bullying in schools (as discussed in Addressing the Problem of Juvenile Bullying). More in depth strategies are provided as to how schools can begin to affect change at these levels. You can refer to this fact sheet if further information is requested regarding system-level strategies.

C. Bullying - Voices for Children Fact Sheet (http://www.voices4children.org/factsheet/factsheet15.htm) 16

1. The section entitled "Why care about bullying?" is targeted towards school administrators and staff. It provides statistics and consequences, as well as factors that may make school personnel less aware of the extent of the problem. This section may be helpful in providing a case for discussion.

2. Note the section on peer-focused intervention strategies listed in this fact sheet. This section highlights why peer intervention is important, and how it can be effective.

III. Tools/Handouts

Here are some sample surveys that are intended to assess the frequency and nature of bullying in your school, with the ultimate objective being to determine the need for intervention.

A. Staff Survey on School Violence - NoBullies.com (http://www.nobullies.com/surveys/staff.html). 19

B. Student Surveys

1. Primary School Student Survey - NoBullies.com (http://www.nobullies.com/surveys/primary.html). 22

2. Intermediate to High School Student Survey - NoBullies.com (http://www.nobullies.com/surveys/student.html) 25

IV. Model Programs and Additional Resources

A. Classroom Resources - Excerpted from *Preventing Bullying: A Manual for Schools and Communities*. US Department of Education (1998). 28

1. This section provides information regarding specific resource materials for educators on the subject of bullying.

B. Innovative Approaches to Bully Prevention - Excerpted from *Preventing Bullying: A Manual for Schools and Communities*. US Department of Education (1998). 29

1. This section provides specific examples of how other schools are addressing the bullying problem. This might form the basis for a discussion about how your school will address the problem.

C. Additional References - Provided for further reading on the research and interventions for bullying. 31

D. Quick Find on Bullying (printer-friendly format) To view the web-based quick find on ***Bullying***, click here. 34

V. Originals for Overheads

A. Facts About Bullying

B. Bullying Prevention: Recommendations for Schools

This material provided by:	UCLA Center for Mental Health in Schools/Los Angeles, CA 90095-1563 (310) 825-3634/ Fax: (310) 206-8716/ Email: smhp@ucla.edu

Note: Documents in PDF format (identified with a) require Adobe Reader 3.0 or higher to view. If you don't have this program, you can download it for free from Adobe.

This **Quick Training Article** was excerpted from *Addressing Barriers to learning*, (Vol. 6, #4) Fall, 2001. The Newsletter of UCLA's Center for Mental Health in Schools.
(http:smhp.psych.ucla.edu/news.htm)

Lessons Learned
Bullying: a Major Barrier to Student Learning

Estimates indicate that as many as 8 percent of urban junior and senior high school students miss one day of school each month because they are afraid to attend.

Bullying is by far the biggest violence problem on many school campuses in many countries. As with other forms of violence, the conditions at school seem to play a role in minimizing or exacerbating bullying. Schools need to create caring, supportive, and safe environments and a sense of community in order to reduce violence and promote well-being.

Bullying is repeated harassment, abuse, oppression, or intimidation of another individual physically or psychologically. It can take the form of teasing, threatening, taunting, rejecting (socially isolating someone), hitting, stealing, and so forth. A bully is someone who engages in such acts fairly often. Bullies often claim they were provoked and appear to lack empathy for their victims.

Best estimates are that approximately 15% of students either bully or are bullied regularly. While more boys than girls are bullies, the problem is far from limited to males. Girls tend to use less direct strategies (e.g., spreading malicious rumors and shunning). Bullies may act alone or in groups.

Direct physical bullying is reported as decreasing with age (peaking in the middle school). Verbal abuse seems not to abate.

Understanding Why

There are many underlying factors that can lead to acting out or externalizing behavior. Those who bully tend to come from homes where problems are handled by physical punishment and physically striking out. This is frequently paired with caretaking that lacks warmth and empathy.

From a motivational perspective, the roots are in experiences that threaten one's feelings of competence, self-determination, or relatedness to others or that directly produce negative feelings about such matters.

What causes acting out behavior to take the form of bullying is unclear. As with many actions, the acts initially may be "modeled" and/or encouraged by significant others (e.g., imitating family members or peers).

Over time, it is likely that bullying behavior develops because the youngster (1) finds the aggression enhances feelings of competence, self-determination, or connection with valued others and (2) perceives the costs of bullying as less than the "benefits." Some bullies seem to use the behavior mostly as a reactive defense; others seem to find so much satisfaction in the behavior that it becomes a proactive way of life.

What to Do

Unfortunately, much of the current literature on interventions to address bullying focuses on the behavior, per se. Too little attention is paid to underlying causes. Relatedly, there is little discussion of different types of bullying. And, solutions are often narrow programs (usually emphasizing only skill development), rather than comprehensive approaches to prevention and intervention.

When different types of bullying are considered, it helps interveners to differentiate how best to approach the problem. In particular, understanding the causes of the behavior helps place discussion of social/prosocial skills in proper context. Such understanding underscores that in many cases the problem is not one of undeveloped skills, and thus, the solution in such instances is not simply skill training. Indeed, the central task confronting the intervener often is to address motivational considerations. This encompasses the underlying motivation for not using already developed skills and/or finding ways to enhance motivation for acquiring and practicing under-developed skills.

✎For example, a considerable amount of the bullying at school is done by groups "ganging up" on students who are "different." In most cases, many of those doing the bullying wouldn't engage in this activity on their own, and most probably know and can demonstrate appropriate social skills in other situations.

In this example, the cause of the problem and thus the focus of intervention should be on the subgroup and school culture, rather than specific individuals. Current strategies encompass a range of human relations programs (including strategies to enhance motivation for resisting inappropriate peer pressure) and

environment-oriented approaches (e.g., for creating a sense of community and caring culture in schools). Such interventions require broad-based Leadership on the part of staff and students. The essence of the work is to maximize inclusion of all students in the social support fabric of the school and, in the process, to minimize scapegoating and alienation. Program examples are readily accessible using the Center website's Quick Find; see topics such as "Conflict resolution in schools;" "Environ-ments that support learning;" "Peer relationships;" "Prevention of social and MH problems."

✎Other students may bully in an attempt to feel a degree of mastery and control over situations in which their sense of competence is threatened by daily academic failure. These students often are expressing frustration and anger at the broader system by targeting someone more vulnerable than themselves. It is not uncommon for such students to have the requisite social skills, but to manifest them only in the absence of threats to their sense of well-being.

Here, too, an understanding of cause helps interveners address the source of frustration – the factors causing academic failure. Approaches for addressing such factors in classrooms and schools are assembled under such Center Quick Find topics as: "Classroom Focused Enabling;" "Enabling Component;" "Mentoring;" "Motivation;" "Prevention for Students At-Risk;" "Resilience;" "Self-esteem;" "Youth Development."

✎Some students do lack social awareness and skills and end up bullying others because they do not have the capabilities necessary for establishing positive peer relationships. Their problem often is compounded by the frustration and anger of not knowing alternatives. In such cases, probably any contemporary synthesis of social skills and any rigorous theory of moral development provide important insights and relevant frameworks to guide intervention. See our Quick Find on "Social Skills" and visit the Collaborative for Academic, Social, and Emotional Learning (www.casel.org) and review their publication entitled: "Promoting Social and Emotional Learning: Guidelines for Educators."

✎A few other youngsters fall into a more proactive category of bullying. These are students whose behavior is not motivated by peer pressure and are not reacting to threats to their feelings of competence, self-determination, or connection to others. They are unmoved by efforts to create a caring community. Instead, they proactively, persistently, and chronically seek ways to intimidate others, apparently motivated by the "pleasure" they derive from their actions.

For approaches to the last two groups, see our Quick Finds: "Anger Management;" "Conduct Disorders;" "Emotionally Disturbed Children;" "Family Counseling;" and "Oppositional Defiant Disorder"

By now it should be evident that bullying is a complex and multi-determined phenomenon. As such, comprehensive, multifaceted, and integrated approaches are needed to address the problem. These can be built on the resources of the family, teachers and other school staff, and community support networks. The process begins by enhancing a caring and socially supportive climate throughout the school and in every classroom, as well as providing assistance to individual students and families.

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There is a great deal of information on empirically supported programs for bullying. For example, see the *Blueprints for Violence Prevention* at http://www.colorado.edu/cspv/blueprints/

For a quick look at a range of resources, see our website (http://smhp.psych.ucla.edu); go to "Quick Finds," find "Center Responses," scroll to: "Bullying;" "Hate Groups: Helping Students and Preventing Hate Crimes;" "Threat Assessment: Resources & Cautions;" and "Safe Schools and Violence Prevention." Each of these contains links to key references, empirically supported programs, and centers specializing in the topic and related topics.

In the Forward to the fourth (2001) edition of *Indicators of School Crime and Safety* http://www.ojp.usdoj.gov/bjs/pub/pdf/iscs01.pdf Gary Phillips (Acting Commissioner of Education Statistics) & Lawrence Greenfeld (Acting Director of the Bureau of Justice Statistics) state:

The safety of our students, teachers, and staff at school continues to be the focus of considerable national attention. National indicators affirm that the levels of crime in school have continued to decline, that acts that promote fear and detract from learning are decreasing, and that students feel more safe in school than they did a few years ago. Despite declining rates, students ages 12 through 18 were victims of about 2.5 million crimes of violence or theft at school in 1999. Violence, theft, bullying, drugs, and firearms still remain problems in many schools throughout the country and periodically the news headlines relate the details of a tragic event in a school somewhere in America.

> As the report stresses, the goal remains one of ensuring that schools are safe and secure places for all students, teachers, and staff members. "Without a safe learning environment, teachers cannot teach and students cannot learn."

Excerpt from the Brown University Child & Adolescent Behavior Letter, June, 2001 (http://www.findarticles.com/cf_0/m0537/6_17/76486920/print.jhtml)

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The Brown University Child and Adolescent Behavior Letter
June, 2001

Bullying common, linked to poor psychosocial adjustment.

Author/s:

A team of researchers recently concluded the first nationwide study to address the prevalence of bullying in the U.S. Led by researcher Tonja R. Nansel, Ph.D., of the National Institute of Child Health and Human Development, the research team found that nearly one-third of U.S. schoolchildren are targets or perpetrators of bullying.

The study suggests that bullying is a serious problem and should not be treated as normal youth behavior. Students involved in bullying had poorer psychosocial adjustment scores than other youth. The study also suggested that students who both bully others and are targets of bullying might be at particularly high risk for long-term negative outcomes.

According to Nansel, the most important findings of the study are that bullying is widespread and that it is not limited to certain groups. "It was found with similar prevalence in rural, urban, suburban, and town areas, and across races. It was more common in boys, but occurred in both genders," Nansel told CABL.

Moreover, Nansel concluded "the relationships found between bullying, being bullied and social, emotional and behavior problems suggests that bullying is not a `normal' part of growing up, but rather a problem meriting serious consideration."

The study is also important simply for being the first of its kind to address this serious issue. "Prior to this study, there were no nationwide data on the prevalence of bullying in this country," Nansel noted.

Study findings

A representative sample of over 15,000 children in grades 6 to 10 in public, private and parochial schools completed the World Health Organization's Health Behavior in School-aged Children survey, which included questions on bullying.

On the self-report questionnaire, the students were asked how often

they bullied others in school and away from school during the current term and how often they were bullied in school and away from school during the current term. The response choices were "I haven't ...," "once or twice," "sometimes," "about once a week" and "several times a week." (Due to low response in the "about once a week category," it was combined with "several times a week" and responses were deemed "frequent.") Students were asked additional questions that addressed the frequency of specific types of bullying: belittled about religion/race, belittled about looks/speech, hit/slapped/ pushed, subject of rumors or lies and subject of sexual comments/gestures.

These questions were preceded by an explanation of bullying, which read:

Here are some questions about bullying. We say a student is BEING BULLIED when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she doesn't like. But it is NOT BULLYING when two students of about the same strength quarrel or fight.

Bullying and psychosocial adjustment

Of the entire sample, a total of 29.9 percent of respondents reported moderate (sometimes) or frequent (once a week or more) involvement in bullying: 13 percent as a bully, 10.6 percent as a target of bullying and 6.3 percent as both (coincident bullying/ being bullied).

The study indicated that bullying occurred significantly more frequently among males than females. Also, males reported being physically bullied more frequently, while females reported more instances of bullying through rumors and sexual comments/gestures. Bullying occurred more frequently among 6th to 8th grade students than among 9th and 10th grade students.

The researchers found that students in all 3 groups--bullies, those who are bullied and those who fall in both categories--had lower psychosocial adjustment scores than youth who were not involved in bullying. For instance, the ability to make friends was associated with bullying and negatively associated with being bullied. Also, poorer relationships with other students and increased loneliness were associated with being bullied as well as coincident bullying/being bullied.

"It's likely that kids who are socially isolated and have trouble making friends are more likely to be targets of bullying," Nansel said. "In turn, other kids may avoid children who are bullied, for fear of being bullied themselves."

The researchers also found that smoking and poorer academic achievement were associated with both bullying and coincident bullying/ being bullied. Fighting was associated with all three groups

of youth. Alcohol use was associated with bullying and negatively associated with being bullied, while a permissive parental attitude toward alcohol was associated with coincident bullying/being bullied.

Coincident bullying/ being bullied

While both bullies and those bullied exhibited poor psychosocial adjustment, students who were bullied fared worse on many of these measures, reporting greater difficulty making friends, poorer relationships with other students and greater loneliness.

The students who reported coincident bullying/being bullied demonstrated poorer psychosocial adjustment in both social and emotional dimensions as well as involvement in other problem behaviors such as drinking alcohol or smoking.

"Considering the combination of social isolation, lack of success in school, and involvement in problem behaviors, youth who both bully others and are bullied may represent an especially high-risk group," the authors suggested.

"Unfortunately, we don't know much about this group," Nansel said. "We need to learn more about them to provide them with the help they need."

References:

Nansel TR, Overpeck M, Pilla RS, et al.: Bullying behaviors among US youth: prevalence and association with psychosocial adjustment. The Journal of the American Medical Association 2001; 285:2094-2100.

Spivak H, Prothrow-Stith D: The need to address bullying -- an important component of violence prevention. The Journal of the American Medical Association 2001; 285:2131-2132.

A public health approach to prevention

In an editorial published alongside the study in the Journal of the American Medical Association, Howard Spivak, M.D., of the New England Medical Center and Tufts University School of Medicine, and Deborah Prothrow-Stith, M.D., of the Harvard School of Public Health, argue for a public health perspective on bullying that addresses the problem in the context of violence prevention.

Nansel agrees that violence prevention programs need to address bullying as a type of aggressive behavior. According to Nansel, the most effective programs are "those that are fairly comprehensive -- involving teachers, parents, and youth.

"It is important to recognize that bullying is a complex issue that cannot be prevented through simple solutions," Nansel told CABL. "Youth who bully may have learned aggressive and power-assertive ways of relating to others in the home. It is often learned behavior and cannot be prevented simply through `zero tolerance' rules."

However, the fact that bullying is learned behavior does suggest that prevention can be successful, according to Nansel.

"We found in our study that bullying through negative comments about religion or race was the least common form of bullying. It is possible that social norms among adolescents reinforce the idea that is not `okay' to make these kinds of comments, whereas negative comments about a person's appearance are still socially acceptable. Persons who are bullied are often those who are perceived as being somehow `different.' Thus, approaches that create greater tolerance for differences may have a positive effect on bullying."

In their discussion, Nansel and colleagues noted that school-based bullying prevention programs have been successful in both Norway and England, reducing bullying 30 to 50 percent. These programs "focused on changes within the school and classroom climate to increase awareness about bullying, increase teacher and parent involvement and supervision, form clear rules and strong social norms against bullying, and provide support and protection for individuals bullied." They also note, "This type of approach has not been tested in the United States."

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http://ericcass.uncg.edu/virtualib/bullying/juvenilebullying.pdf

OJJDP FACT SHEET

June 2001 #27

Addressing the Problem of Juvenile Bullying

by Nels Ericson

Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the United States and around the world. Often occurring out of the presence of adults or in front of adults who fail to intercede, bullying has long been considered an inevitable and, in some ways, uncontrollable part of growing up. School bullying has come under intense public and media scrutiny recently amid reports that it may have been a contributing factor in shootings at Columbine High School in Littleton, CO, in 1999 and Santana High School in Santee, CA, in early 2001 and in other acts of juvenile violence including suicide. Bullying can affect the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn, and leading to other antisocial behavior. Nevertheless, through research and evaluation, successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment.

A recently published report by the National Institute of Child Health and Human Development (NICHD) on the U.S. contribution to the World Health Organization's Health Behavior in School-Aged Children survey found that 17 percent of the respondents had been bullied "sometimes" or "weekly," 19 percent had bullied others sometimes or weekly, and 6 percent had both bullied others and been bullied. The researchers estimated that 1.6 million children in grades 6 through 10 in the United States are oullied at least once a week and 1.7 million children bully others as frequently. The survey, the first nationwide research on the problem in this country, questioned 15,686 public and private school students, grades 6 through 10, on their experiences with bullying. In a study of 6,500 middle school students in rural South Carolina, 23 percent said they had been bullied regularly during the previous 3 months and 20 percent admitted bullying another child regularly during that time (Olweus and Limber, 1999).

What Is Bullying?

Bullying among children encompasses a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying can take three forms: physical (hitting, kicking, spitting, pushing, taking personal belongings); verbal (taunting, malicious teasing, name calling, making threats); and psychological (spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation).

The NICHD survey found that males tend to bully and be bullied more frequently than females. For males, experiencing physical and verbal bullying is most common; for females, verbal bullying (both taunting and insults of a sexual nature) and spreading rumors are most common. Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school.

The Effects of Bullying

The NICHD study found that bullying has long-term and short-term psychological effects on both those who bully and those who are bullied. Victims experienced loneliness and reported having trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates. Victims of bullying often suffer humiliation, insecurity, and a loss of self-esteem, and they may develop a fear of going to school. The impact of frequent bullying often accompanies these victims into adulthood; they are at greater risk of suffering from depression and other mental health problems, including schizophrenia. In rare cases, they may commit suicide.

Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. Pioneering research by Professor Dan Olweus in Norway and Sweden suggests that bullying can lead to criminal behavior later in life: 60 percent of males who were bullies in grades 6 through 9 were

convicted of at least one crime as adults, compared with 23 percent of males who did not bully; 35 to 40 percent of these former bullies had three or more convictions by age 24, compared with 10 percent of those who did not bully.

The NICHD study found that those who bully and are bullied appear to be at greatest risk of experiencing the following: loneliness, trouble making friends, lack of success in school, and involvement in problem behaviors such as smoking and drinking.

Addressing the Problem

A perpetrator's bullying behavior does not exist in isolation. Rather, it may indicate the beginning of a generally antisocial and rule-breaking behavior pattern that can extend into adulthood. Programs to address the problem, therefore, must reduce opportunities and rewards for bullying behavior. The Olweus Bullying Prevention Program, developed, refined, and systematically evaluated in Bergen, Norway, in the mid-1980s, is the best-known initiative designed to reduce bullying among elementary, middle, and junior high school children (Olweus and Limber, 1999). The strategy behind the program is to involve school staff, students, and parents in efforts to raise awareness about bullying, improve peer relations, intervene to stop intimidation, develop clear rules against bullying behavior, and support and protect victims. The program intervenes on three levels:

- **School:** Faculty and staff survey students anonymously to determine the nature and prevalence of the school's bullying problem, increase supervision of students during breaks, and conduct schoolwide assemblies to discuss the issue. Teachers receive inservice training on how to implement the program.
- **Classroom:** Teachers and/or other school personnel introduce and enforce classroom rules against bullying, hold regular classroom meetings with students to discuss bullying, and meet with parents to encourage their participation.
- **Individual:** Staff intervene with bullies, victims, and their parents to ensure that the bullying stops.

The Bergen research showed that the program was highly effective among students in elementary, middle, and junior high schools: Bullying dropped by 50 percent or more during the program's 2 years. Behavioral changes were more pronounced the longer the program was in effect. The school climate improved, and the rate of antisocial behavior, such as theft, vandalism, and truancy, declined during the 2-year period.

For Further Information

For more information on the Bullying Prevention Program, contact Susan P. Limber, Ph.D., Institute on Family and Neighborhood Life, Clemson University, 158 Poole Agricultural Center, Clemson, SC 29634–5205; 864–656–6271; 864–656–6281 (fax); http://virtual.clemson.edu/groups/ifnl/index.htm.

For information on the Blueprints for Violence Prevention series, contact Delbert S. Elliot, Ph.D., Director, Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, Campus Box 439, Boulder, CO 80309–0439; 303–492–8465; 303–443–3297 (fax); www.colorado.edu/cspv/blueprints/index.html.

For additional information on bullying and conflict resolution, visit the following Web sites: Communities In Schools (www.cisnet.org), the National Center for Conflict Resolution Education (www.nccre.org), the Northwest Regional Educational Laboratory (www.nwrel.org), and the Office of Juvenile Justice and Delinquency Prevention (www.ojjdp.ncjrs.org).

Reference

Olweus, D., and Limber, S. 1999. *Blueprints for Violence Prevention: Bullying Prevention Program (Book Nine).* Boulder, CO: University of Colorado at Boulder, Institute of Behavioral Science, Center for the Study and Prevention of Violence.

Nels Ericson is a Senior Writer-Editor with the Office of Juvenile Justice and Delinquency Prevention.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

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Center for the Study and Prevention of Violence

CSPV FACT SHEET

Safe Communities ~ Safe Schools
Bullying Prevention: Recommendations for Schools

The role of schools in preventing bullying.

The school should be a safe and positive learning environment for ALL students. In order to achieve this goal, schools should strive to:

Reduce, if not eliminate, existing bully/victim problems among students in and outside of the school setting;

Prevent the development of new bully/victim problems; and

Achieve better peer relations at school and create conditions that allow in particular, victims and bullies to get along and function better in and outside of the school setting.

Recommended general rules for improving overall school climate.

Two general conditions must exist in order to prevent bullying: (1) adults at schools should be **aware** of the extent of bully/victim problems in their own schools; and (2) these adults should **involve** themselves in changing the situation.

Schools and classrooms should establish and stick to rules to prevent bullying. Adults must clearly and consistently communicate that bullying is not acceptable behavior. The following rules target all students:

We will not bully other students.

We will try to help students who are bullied.

We will make it a point to include ALL students who are easily left out.

When we know somebody is being bullied, we will tell a teacher, parent, or adult we trust. Students should be assured that telling an adult is not "tattling," but instead students are showing compassion for victims of bullying behavior.

It is important to note that these rules target all students, not just the bullies or victims. The introduction of these rules establish classroom norms or "structures" that can contribute to the prevention of bullying.

Consequences of bullying behavior.

Establishing rules against bullying necessitates creating positive or negative consequences for following or violating rules. The best results are obtained through a combination of generous verbal praise or other social reinforcements for positive activities and consistent negative consequences for aggressive, rule-violating behavior. Teachers should establish a positive, friendly, and trusting relationship with the class and each individual student. This is especially true for aggressive, acting-out students who may have had negative experiences with adults. It is easier for a student to accept criticism if he/she feels appreciated

and liked. Teachers should also be aware of their own behavior. Teachers often serve as "models" for students who respect them and may wish to emulate them. Likewise, students will not respect the teacher or classroom rules against bullying if the teacher is sarcastic, unfair, or abusive.

School-Level Interventions.

School-level interventions are designed to improve overall school climate. These interventions target the entire school population.

- *Establish a Bullying Prevention Coordinating Committee*: This committee will coordinate all aspects of a school's violence prevention efforts, including anti-bullying efforts.

- *Administer an Anonymous Questionnaire Survey*: A student questionnaire can determine the nature and extent of bully/victim problems in the school.

- *Hold a School Conference Day*: Raise school and community awareness and involvement by creating a long-term anti-bullying plan. In addition to school personnel, selected students and parents should participate.

- *Improve Supervision and Outdoor Environment*: Provide adequate number of adults ("teacher density") during lunch, recess, and breaks in an effort to intervene quickly in student conflicts.

- *Involve Parents*: Conduct meetings with and disseminate information to parents at the school to make them aware of the school's anti-bullying plan of action.

Classroom-Level Interventions.

Classroom-level interventions are designed to improve an individual classroom's social climate. These interventions target the entire classroom.

- *Establish Classroom Rules Against Bullying*: Involve students in creating rules against bullying in order to develop a student's personal responsibility for conforming to those rules.

- *Create Positive and Negative Consequences of Bullying*: Establish social reinforcement (i.e., praise, friendly attention) for positive behavior and sanctions for undesirable behavior. The negative consequence should cause discomfort without being perceived as malicious or unfair. Negative consequences should be appropriate and related to the behavior. Extra assignments, such as homework or copying from a dictionary, should not be used.

- *Hold Regular Classroom Meetings*: Provide a forum for students and teachers to develop, clarify, and evaluate rules for anti-bullying behavior.

- *Meet with Parents*: Hold general classroom - or grade-level meetings with parents to improve school-family communication and keep parents informed about anti-bullying efforts.

Individual-Level Interventions.

Classroom-level interventions are designed to change or improve the behavior of students in general. These interventions target specific students who are involved in bullying, either as bullies or victims.

- *Serious Talks with the Bully or Bullies*: Initiate immediate talks with the bully/ies. These talks should include:

    - documenting involvement of participation in bullying,

    - sending a clear, strong message that bullying is not acceptable,

    - warning the bully/ies that future behavior will be closely monitored, and

- warning that additional negative consequences will be administered if bullying behavior does not stop.

- *Serious Talks with the Victim*: Talks with the victim and his/her parents should occur after a bullying incident. These talks should include:

  - documenting specific bullying episode(s) that includes: How did the bullying start? What happened? How did it end? Who participated and in what way?;

  - providing victim with information about the teacher's plan of action in dealing with the bully/ies; and

  - attempting to persuade the victim to immediately report any new bullying episodes or attempts to the teacher.

- *Involve the Parents*: When a bullying situation is discovered, the teacher should contact the parents concerned. Depending on the situation, meetings can be held together with the parents of both the bully/ies and the victim, or to minimize tension meetings can be held with each family separately. A teacher might want to invite the school psychologist, guidance counselor, principal, or vice principal to attend.

- *Change of Class or School*: If anti-bullying measures are in place and the problem persists despite these measures, moving the aggressive student(s) can bring about change. If possible, the aggressive student(s) should be moved before considering moving the victim. This solution should not be taken lightly, and all concerned parents and teachers should plan and consult with each other.

References

Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell Publishers, Inc.

Olweus, D., Limber, S., & Mihalic, S. (1999). *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program*. Boulder, CO: Center for the Study and Prevention of Violence.

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FACT SHEET

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BULLYING

What is 'Bullying'?

- Bullying is a form of inter-child aggression which occurs when a child is exposed, repeatedly and over time, to negative actions on the part of one or more children.
- What distinguishes bullying from the usual conflicts between children is that bullying behaviour is a combination of power and aggression.
- Bullying may be physical (hitting or kicking); verbal (name-calling, insults, racist comments and constant teasing); relational (gossip, ostracism); or reactive (taunting which invites retaliation).
- Many victims of bullying are different in some way, which often explains their lack of power. Children who are fatter, skinnier, wear glasses, have speech impediments or a learning disability are common victims. They can become isolated and withdrawn, anxious and insecure, which may increase their likelihood of being targeted.

Why care about bullying?

- Bullying is a pervasive problem. A major study in Toronto schools found that a bullying act took place on school grounds, and in other supervised areas of the school, every seven minutes. Teachers were aware of only 4% of these incidents.
- Most bullying goes unreported because the victims feels that nothing will be done and they might receive greater retaliation the next time. Those who watch are afraid to report because they might lose their social status, because of the tendency to prefer to identify with the power of the bully rather than with the weakness of the victim, and because of fears that they might be next.
- Boys and girls engage in bullying at approximately the same rate. Boys report more physical forms of bullying, whereas girls bully in socially-oriented ways, such as by exclusion.
- Bullying has an enduring effect on both victim and bully. One longitudinal study has shown that 60% of boys who were nominated as bullies in Grades 6 to 9 had at least one court conviction by age 24. 35 to 40% had three or more convictions by age 24, compared to 10% for the control group of non-bullying boys.
- We do not know, yet, however, whether bullying is predictive of later aggressive uses of power or whether it exists on a continuum from bullying to sexual harassment and dating violence.
- Longitudinal research on aggressive children shows that their prognosis for healthy development is poor.
- Children who become established in the role of victim are often rejected by their peers and are, therefore, at risk of later adjustment problems, such as depression and school dropout.
- The impact of bullying extends from bully and victim to those who witness it:
    - 90% of students don't like to see someone bullied,
    - 33% said they would join in, and
    - peers participated in 85% of the bullying episodes.

Strategies to stop Bullying

The power of peer intervention:

- Bullying usually involves more than the bully and the victim – 85% of bullying episodes occur in the context of a peer group.
- Children helping other children is a powerful experience which can build self-esteem

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and resilience.

- Children dislike bullying in their schools and want to help stop it.
- Children and adolescents are not aware that they may feed the problem by not intervening.
- Peers need to be taught how to intervene.
- Teachers and parents are relatively unaware of bullying episodes – bullying is an underground activity, hidden from adults.
- Teaching children different and effective strategies to achieve social approval from their peers may reduce aggressive behaviour.
- A bully's triumph over the victim is the reward, and a lack of negative consequences may increase the likelihood of other children being aggressive.

Peer Intervention by Adolescents: Why it Works

- They are struggling with their own hurts.
- They are acting as primary supports for their peers.
- They are responsible for other children in their communities as baby-sitters, coaches and leaders of youth groups.
- They are making major life decisions about who they are and the quality of their relationships.
- They are capable of breaking the cycle of violence.
- They are preparing to become the parents of the next generation.

What can children and youth do now:

- Find your friends and make sure that none of you is either bully or victim. If you don't have a lot of friends, try joining a school club and become part of a group that way.
- Stop teasing or otherwise participating in bullying behaviour.
- Stand up for the child who may be different and find a new friend.
- Report bullying to an adult when you see it.
- Speak up to a teacher or other adult you trust if you are being bullied. Expect that adult to help you.
- Stay safe. Avoid isolated parts of the school.
- If you are being bullied, try to ignore it. The bully wants a reaction. If you don't react, the bully is more likely to lose interest.

What can adults do?

- Younger children, in kindergarten through Grade 4, look to adults for protection from bullying. By Grade 6, they think bullying cannot be stopped. By Grade 8, children are beginning to understand the personal dynamics of bullying and have a more sophisticated view of anti-social behaviour perceiving it as a symptom of a child's troubled environment.
- To influence children's behaviour it is important to develop understanding within the context of strategies children can use to solve the problem.

What works?

- The best intervention is one which addresses the social context in which bullying occurs – the culture of the school. It must be a collaborative effort of teachers, parents and students.
- The first step in such an effort is a school policy with clearly stated rules against bullying. Classroom discussions are also essential as they serve to sensitize children to the problem, help them to identify the consequences for bullying and in coming up with ways to help the victims. Also necessary is increased adult active supervision of playgrounds.

What you can do now:

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- Expose bullying – name it – provide a way for your children to understand what is happening when they witness or experience bullying.
- Raise awareness – reduce victim isolation and increase the likelihood of reporting.
- Speak in the language of young people.

To check out:

Bully B'Ware Productions
http://www.bullybeware.com

Another web site to see: http://www.bullying.org/

Totally devoted to bully prevention, this website is out of British Columbia and takes a look at the impact of bullying as well as providing tips and strategies on how to deal with bullies.

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http://www.nobullies.com/surveys/primary.html

WWW.NOBULLIES.COM

STAFF SURVEY ON SCHOOL VIOLENCE

Date

This survey is part of a research grant held jointly between the Woodland Police Department and the Woodland School District. Its main goal is to make our schools and community safer and a better place for everyone. Your participation in this survey is voluntary, but extremely important in helping to lower the incidence of bullying, harassment and violence.

As you respond to the following questions, please keep the following definition in mind:

Violence, which includes bullying & harassment occurs whenever anyone harms — or threatens to harm — a person's body, feelings, or possessions. In other words: Violence is any mean word, look, sign, or act that hurts a person's body, feelings, or things

Only the Demographic information below will be used to determine correlations between responses: [Anonymity is paramount]

Sex: M F	Years in education: A. 1-2 years B. 3-9 years C. 10 years or more
Position: A. classified B. certified	

Violence/Bullying information:

1. On the average, how many physically violent incidents involving students have you observed each week during this year?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

2. On the average, how many bullying/harassment incidents involving students have you observed each week during this year?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

3. How many of the bullying/harassment incidents were handled without the assistance from the administration?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

4. On the average, how many times each week have you had to intervene to stop student conflicts that could otherwise erupt in physical fights during

this year?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

5. How often have you been personally threatened or intimidated by a student during this school year only?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

6. How often has a student physically assaulted you during this school year only?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

7. How many times has your property been stolen, damaged or vandalized by a student during this school year only?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

8. How often have you feared for your personal safety because of student bullying while in school this year?

A. None B. 1 – 2 C. 3 – 5 D. 6 or more

9. When are you most concerned for your personal safety? (Check all that apply, if any)

A. During class B. Between class C. Lunch D. After school E. after school or evening activities

10. Rate your level of personal security at school this year compared with last year.

A. N/A B.Less secure this year C. More secure this year D. About the same as last year

11. Rate the level of student violence at school this year compared with last year.

A. N/A B.Less this year C. More this year D. About the same as last year

12. Rate the level of student bullying/harassment at school this year compared with last year.

A. N/A B.Less this year C. More this year D. About the same as last year

13. Rate the safety of the total school environment this year compared with last year.

A. N/A B. Safer C. Less safe D. About the same

Using the following rating system, please indicate the areas where you think physical violence or bullying/harassment is most likely to occur.

	is likely to occur	could possibly occur	is unlikely to occur
In the classroom	A	B	C
School yard or playground	A	B	C
School restrooms	A	B	C
Hallways	A	B	C
School buses	A	B	C
School entrances/exits	A	B	C
Stairways	A	B	C
Parking lots	A	B	C
School activities (assemblies, etc..)	A	B	C
After school activities	A	B	C
Cafeteria/lunchroom	A	B	C
At home	A	B	C
Via the phone	A	B	C
In the community	A	B	C
Over the Internet	A	B	C

Rate your level of comfort with the information and skills you have to deal with student violence & bullying.

A. I'm comfortable and need no further training or resources

B. I'm comfortable but would benefit from new skills or information

C. I'm uncomfortable now and need further training or resources

16 Upon reflection, do you believe you may have caused a student to feel he or she was bullied or intimidated?

A. Yes B. Possibly C. No

17. Upon reflection, have you witnessed other staff members' behavior which may be regarded as bullying or intimidating of a student(s) at school or school events?

A. Yes B. Possibly C. No

18. If you answered Yes to question 17, how many times during this school year have you witnessed such behavior?

A. 1 or 2 times B. 3 to 5 times C. 6 or more times

THANK YOU FOR PARTICIPATING

home/analysis/staff survey/student survey/primary student survey

Last revised: June 08, 2000

http://www.nobullies.com/surveys/primary.html

WWW.NOBULLIES.COM

PRIMARY SCHOOL STUDENT SURVEY

STUDENT VIOLENCE, BULLYING & HARASSMENT

Date _____

Age: 0 ---- 4 years old 1 ---- 5 years old 2 ---- 6 years old 3 ---- 7 years old 4 ---- 8 years old 5 ---- 9 or over	Sex: M ----- Male F ----- Female Grade: 0 ---- Kindergarten 1 ---- 1st Grade 2 ---- 2nd Grade 3 ---- 3rd Grade
Do you live with: 0 ---- both parents 1 ---- mother only 2 ---- father only 3 ---- mother and stepfather 4 ---- father and stepmother 5 ---- other	

1. Have you ever done something to somebody to start a fight at school?

   A. Yes B. No

2. Have you ever pushed, hit or beaten up somebody at school?

   A. Yes B. No

3. Have you ever gotten in trouble for picking on somebody at school?

   A Yes B. No

4. Have you ever told lies about somebody at school?

   A. Yes B. No

5. Have you ever been part of a group of people that has hurt another student?

   A. Yes B. No

6. Have you ever stolen another student's stuff?

A. Yes B. No

7. Have you ever destroyed another student's stuff?

   A. Yes B. No

8. Have you ever stolen something that belonged to the school or a teacher?

   A. Yes B. No

9. Have you ever destroyed something that belonged to the school or a teacher?

   A. Yes B. No

10. Have you ever been bullied or badly teased by another student at school?

    A. Yes B. No

11. Have you ever stayed home from school because of being afraid of being hurt or bullied by other students?

    A. Yes B. No

12. Do you think students bully other students a lot at our school?

    A. Yes B. No

13. Do adults in our school try to protect students from bullying?

    A. Yes B. No

14. Has an adult at our school ever bullied you?

    A. Yes B. No

15. Do you believe you can count on adults in our school to protect you from Being hurt or bullied by other students?

    A. Yes B. No

16. Do you know the school rules about bullying?

A. Yes B. No

Who would you tell if you were being bullied or badly teased by another student? [answer all those you would tell]

17. A. No One B. School Counselor C. Friend

D. Teacher E. Parent/guardian

18. A. Brother or Sister B. School Principal C. Pastor, Priest, etc.

D. Police E. Other

home/analysis/staff survey/student survey/primary student survey

http://www.nobullies.com/surveys/student.html

WWW.NOBULLIES.COM

WOODLAND STUDENT SURVEY
STUDENT VIOLENCE, BULLYING & HARASSMENT

Date _____

In order to make our schools safer and a better place for everyone, your voluntary responses to this survey may be very helpful in lowering the amount of bullying, harassment and violence occuring in our schools and community. This survey is part of a research grant joint project between the Woodland School District and the Woodland Police Department.

You may skip questions which make you uncomfortable. **This is not a test**, and there are no right or wrong answers. Your name will not be on this survey. **Nobody will know your answers**. They will be counted with the answers of other students to help us better understand how bullying, harassment and other forms of violence affect students of your age. We appreciate your honesty and willingness to help.

Please fill in the circles on the bubble sheet which match the needed information from this survey. **Please use a number two (2) pencil.**

A. **DO NOT** FILL IN THE BUBBLES TO SHOW YOUR NAME.

B. Fill in the bubbles to show your sex and grade (or year in school.)

C. **DO NOT** FILL IN THE BUBBLES TO SHOW YOUR BIRTHDATE.

D. Use the **"SPECIAL CODES"** COLUMNS TO GIVE THE FOLLOWING INFORMATION.

Column A---Do you live with:
- **0---both parents**
- **1---mother only**
- **2---father only**
- **3---mother & stepfather**
- **4---father & stepmother**
- **5---guardians (other)**

Column B---Do your parents have a job?
- **0---Father -yes, full time**
- **1---Father -yes, part time**
- **2---Father - no**
- **3---Mother -yes, full time**
- **4---Mother -yes, part time**
- **5---Mother - no**

Column C---Do you have a paying job?
- **0---Yes, full time**
- **1---Yes, part time**
- **2---No**

Column D---What is the educational level of your:
- **0---Father-some high school**
- **1---Father-high school graduate**
- **2---Father-some college**
- **3---Father-college graduate**
- **4---Mother-some high school**
- **5---Mother-high school graduate**
- **6---Mother-some college**
- **7---Mother-college graduate**

Column E---You attend:
- **0---Woodland Intermediate School**
- **1---Yale School**
- **2---Woodland Middle School**
- **3---Woodland High School**
- **4---Team High School**

Column F--- Your age is:
- **0---8 or less**
- **1---9 years old**
- **2---10 years old**
- **3---11 years old**
- **4---12 years old**
- **5---13 years old**
- **6---14 years old**
- **7---15 years old**

Column G---Your age is:
- **0---16 years old**
- **1---17 years old**
- **2---18 years old**
- **3---19 years or more**

E. DO NOT MARK ANY RESPONSES IN THE "SCHOOL NUMBER" COLUMN OR "STUDENT NUMBER" COLUMN.

As you answer the following questions, please keep this definition of violence in mind:

Violence, which includes bullying and harassment, occurs whenever anyone harms or threatens to harm a person's body, feelings, or possessions. In other words: Violence is any mean word, look, sign, or act that hurts a person's body, feelings, or things.

Also, please make your answers based on this school year only.

1. How many time have you started a fight or beaten up somebody at school?
   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times
2. Have you been in trouble for picking on, bullying, or harassing another student?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

3. Have you started rumors or repeated lies about someone at school?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

4. Have you been part of a group who bullied or hurt another student?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

5. Have you ever stolen or destroyed another student's property?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

6. Have you ever stolen or destroyed property belonging to a staff member or the school?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

7. Have you ever been bullied or harassed by another student at school?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

8. How many times have you missed school because of fears of being hurt or bullied by other students?

   A. Never B. Once or twice C. 3 to 5 times D. 6 or more times

9. How often do you think students bully or harass other student in your school?

   A. Never B. Occasionally C. Frequently D. All the time

10. Do school staff members try to protect students from bullying/harassment?

    A. No, they ignore it B. Sometimes, if it's bad enough
    C. Usually D. Always: bullying/harassment is not tolerated in our school

11. Do you think staff (teachers, coaches, aides, etc.) are effective at stopping bullying/harassment in

    school?
    A. Most of the time B. Some of the time C. Rarely D. Never

12. Do you believe students have a right to use physical violence to protect themselves from physical

    Violence?
    A. No, never B. Maybe, it depends on the situation C. Yes, definitely

13. Do you believe students have a right to use physical violence to protect themselves from someone hurting his or her feelings or reputation?
A. No, never B. Maybe; it depends on the situation C. Yes, definitely

Please fill in the A. B, or C bubble to answer Yes, No or Unsure to indicate whether someone has hurt or threatened you in the following locations:

Has someone hurt or threatened you ...	**Yes**	**No**	**Unsure**
14. ...in a classroom?	A	B	C
15. ...on the school grounds or playground?	A	B	C
16. ...in the restrooms?	A	B	C
17. ...in the hallsway?	A	B	C
18. ...on the school bus?	A	B	C
19. ...in the school entrances or exits?	A	B	C
20. ...on the stairways?	A	B	C
21. ...in parking lots?	A	B	C
22. ...at school activities(assemblies, etc.)	A	B	C
23. ...at after school activities?	A	B	C
24. ...in the cafeteria-lunch room?	A	B	C
25. ...at home?	A	B	C
26. ...on the phone?	A	B	C
27. ...in the community?	A	B	C
28. ...over the internet?	A	B	C

29. Do you believe you can count on adults in your school to protect you from being

hurt by others?
A. Yes B. Maybe, it depends on the situation C. No

30. How did you learn about school rules regarding violence, bullying and harassment?

Please check all that apply:
A. Reading a student handbook B. Hearing a large group presentation or PA announcement
C. Reading a sign or poster D. Hearing a classroom presentation
E. I don't know what the rules are

Whom would you tell if you were being bullied or harassed by another student?
Please check all that apply:
31. A. No one B. School counselor C. Friend D. Teacher
E. Parent/guardian

32. A. Brother or sister B. School principal (administrator) C. Pastor, priest, etc.
D. Police E. Other

END OF SURVEY---THANK YOU FOR YOUR PARTICIPATION

home/analysis/staff survey/student survey/primary student survey

http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm

Bullying Prevention:
Classroom Resources

This **Quick Training Aid** was excerpted from *Preventing Bullying: A Manual for Schools and Communities.* US Department of Education (1998).

Both bullies and their victims need help in learning new ways to get along in school. Children need to learn about gaining, using and abusing power and about the differences between negotiating and demanding. They must also learn to consider the needs, behaviors and feelings of others. Curriculum developers and publishers now offer a variety of prevention/intervention materials to eliminate bullying and other forms of personal conflict from school life. Curricula such as those listed below are examples of tools that may be used as part of a comprehensive approach to bullying:

No Bullying. This Johnson Institute curriculum, first implemented during the 1996-97 school year in schools across the country, describes the tell-or-tattle dilemma facing many victims of bullying. Teachers are given step-by-step guidelines on how to teach students the difference between telling and tattling. Teachers are also shown how to establish and use immediate consequences when dealing with bullies.

Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students. This guide by Lisa Sjostrom and Nan Stein contains 11 sequential lessons designed to help children understand the difference between teasing and bullying and to gain awareness about bullying and harassment through class discussions, role-play and writing, reading and art exercises.

Bully-Proofing Your School. This program, available from Sopris West, uses a comprehensive approach. Key elements include conflict resolution training for all staff members, social skills building for victims, positive leadership skills training for bullies, intervention techniques for those who neither bully nor are bullied and the development of parental support.

Quit It! A Teacher's Guide on Teasing and Bullying. This guide by Merle Frosche, Barbara Sprung, and Nancy Mullin- Rindler with Nan Stein contains 10 lesson plans. Each lesson is divided into activities geared to the developmental needs of students in kindergarten through third grade. Class discussions, role plays, creative drawing and writing activities, physical games and exercises and connections to children's literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying.

Second Step. The Committee for Children's Second Step curriculum teaches positive social skills to children and families, including skill building in empathy, impulse control, problem solving and anger management. Initial evaluations of Second Step indicate that second and third grade students engaged in more prosocial behavior and decreased physically aggressive behavior after participating in the program.(6)

"Bullying." This video and accompanying teacher's guide (produced by South Carolina's Educational Television in collaboration with the Institute for Families In Society at the University of South Carolina) contains five lesson plans that incorporate classroom discussions, roleplaying and artistic exercises. It is appropriate for older elementary and middle-school students.

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http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm

Bullying Prevention:
Innovative Approaches to Bully Prevention

This **Quick Training Aid** was excerpted from *Preventing Bullying: A Manual for Schools and Communities.* US Department of Education (1998).

School-based bullying prevention programs across the United States vary a great deal in their target populations, their comprehensiveness and the specific approaches they take. When considering use of a given curriculum or program to eliminate bullying, request from the publisher evaluation data and names of persons to contact for information about the effectiveness of the program, its procedures and materials. Below are descriptions of anti-bullying programs being used in schools and communities around the country.

Charleston, South Carolina

In collaboration with the Medical University of South Carolina, staff at Alice Birney Middle School will launch a unique violence prevention initiative in the fall of 1998 that combines two model programs targeted at aggressive behavior: a comprehensive bullying prevention effort and multisystemic therapy for children with serious behavior problems. Following the model bullying prevention program developed by Olweus, the entire school will participate in violence prevention activities to reduce bullying among the school's sixth-, seventh- and eighth-graders. Activities include the development of rules against bullying, increased supervision of students' behavior, role playing, discussions and other classroom activities and the active involvement of parents and community members. In addition, students who exhibit particularly aggressive behavior will be invited to participate in multisystemic therapy (MST), an intensive family and home-based treatment that attempts to change how youth function in their natural settings - home, school and neighborhood. MST therapists will have small caseloads (four to six families) and will provide services in the family's home or at school. A therapist will be available 24 hours a day, seven days a week. Says project director Phillippe Cunningham, "Individually, these two models have shown success in reducing aggressive behavior among kids by targeting the many causes of aggressive behavior in the child's natural environment. We are anxious to see how effective this combined approach can be." An evaluation of this project will continue over the next two years.

Austin, Texas

In the fall of 1998, students and staff at six elementary schools in Austin, Texas, are preparing to implement and evaluate a comprehensive violence prevention program called "Expect Respect." This program is a collaborative effort among SafePlace (a domestic violence and sexual assault center), the Austin Independent School District, and the University of Texas at Austin, and is funded by the Centers for Disease Control and Prevention. "Expect Respect" will focus on the reduction of bullying and the promotion of respectful relationships among students as a means of preventing dating and domestic violence. The program includes classroom activities that are cofacilitated by SafePlace staff and teachers, and staff and parent seminars to increase awareness of prevention strategies for bullying and sexual harassment and to increase understanding of the effects of domestic violence on children. Individual support services for students experiencing difficulties in peer or family relationships will be provided on campus. In addition, existing Campus Advisory Councils (consisting of administrators, parents, teachers and students) will review and develop campuswide policies and procedures to reduce bullying and sexual harassment. According to Barri Rosenbluth, director of School-based Services at SafePlace, "Bullying is

at the heart of domestic violence. The goal of this project is to reduce the social acceptance of bullying and sexual harassment in schools and to help children increase their skills and expectations for healthy relationships."

Englewood, Colorado

Willow Creek Elementary School in suburban Englewood, Colorado, employed the "Bully-Proofing Your School" (Sopris West) Program beginning in the fall of 1995. The program began increasing the knowledge of staff and students, clearing misconceptions regarding bullying and emphasizing the importance of a consistent schoolwide intervention. Staff were taught different methods for dealing with bullies and victims. Students were taught protective skills that gave them a sense of empowerment in dealing with bullying situations. The students were also encouraged to form a caring community in which everyone looks out for and sticks up for everyone else. During the first year, students in grades one through five participated in nine weekly group meetings. Children also participated in optional sessions dealing with conflict resolution and diversity. Follow-up review sessions were conducted one to two months later. Kindergarten students were introduced to an abbreviated version of the program. During the second year, first-grade students were provided with the entire program, and students in grades two through five participated in a three-session review of the program.

A series of student and parent surveys were conducted over the two-year program. Based on these reports, the bully-proofing program appears to be impacting the school environment in a positive way. Central to the success of the program is the caring majority concept whereby 80 percent of children who are neither bullies nor victims set the climate for the school by working together to stop bullying. According to William Porter, associate director for Student Achievement Services for the Cherry Creek School District, "Perceptions of safety increased before the actual incidence of bullying declined. We believe that the mere act of informing students about bullying, letting them know that the Willow Creek staff were working together, and giving them strategies for handling bullying increased their sense of safety even before behaviors began to change."

Caruthersville, Missouri

Principal J.J. Ballington believes that Respect & Protect, a violence prevention and intervention program developed by the Johnson Institute of Minneapolis, has made a significant difference in the atmosphere at Caruthersville Middle School in Caruthersville, Missouri. Implemented in September 1996, the program emphasizes a comprehensive approach to violence prevention, encouraging all school personnel to commit to a violence prevention plan and to consistently enforce appropriate measures to intervene when violent acts occur. School staff have learned to recognize and control actions that enable violence - actions such as denying, rationalizing, justifying, avoiding or blaming. They have also learned that appropriate consequences coupled with prevention and intervention programs will change negative behaviors and ultimately the school environment. Students are reminded daily that no form of violence - including hurtful words, looks, signs or acts that cause harm to a person's body, feelings or possessions - will be tolerated. Students who engage in physical violence, bullying or intimidation are required to attend after-school violence intervention counseling that focuses on anger management and conflict resolution. Failure to attend results in suspension. Prevention programs that have been implemented at Caruthersville Middle School as part of its comprehensive approach include the Fight-Free School program, Violence is Preventable exploratory course, the No Bullying program, and Resolve All Problems Peacefully (R.A.P.P.) peer mediation program.

Principal Bullington is conducting an evaluation of the Respect and Protect program at Caruthersville Middle School. Initial results indicate a 16 percent reduction in the first year and a 25 percent reduction in the second year in the number of students involved in physical confrontations. He reports, "Students as well as teachers feel empowered to help stop the violence. Students are realizing they are responsible for their own behavior and if they choose to engage in unacceptable behavior, appropriate consequences will apply.

Bullying Prevention:
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This **Quick Training Aid** is provided by the Center for Mental Health in Schools at UCLA.

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This Center Response is from our website at http://smhp.psych.ucla.edu To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *Bullying*

A Center Response:

The following reflects our most recent response for technical assistance related to BULLYING. This list represents a sample of information to get you started and is not meant to be an exhaustive list.

(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one).

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Center Developed Resources and Tools

- NEW! Quick Training Aid
  A brief set of resources to guide those providing an inservice session on **bullying prevention**. Also useful as a quick self-tutorial. (note: opens up in a new window)

- An Introductory Packet on Conduct and Behavior Problems in School Aged Youth

Relevant Publications on the Internet

- Addressing the Problem of Juvenile Bullying
- At what age are children most likely to be bullied at school? (PDF Document, 141K)
- Bullying and School Violence: The Tip of the Iceberg
- Bullying Behaviors Among US Youth: Prevalence and Association with Psychosocial Adjustment
- Bullying in Schools
- The Bullying Prevention Handbook
- Bullying widespread in middle school, say three studies
- Bullyproof: Online Bullyproofing.
- Bully-Proof Your School
- Juvenile Delinquency and Serious Injury Victimization
- National Bullying Awareness Campaign
- Safeguarding Your Children at School: Helping Children Deal with a School Bully
- School Bullying and the Law
- Sticks and Stones: Changing the Dynamics of Bullying and Youth Violence
- Those who can, do. Those who can't, bully.
- When Push Comes to Shove: Dealing with Bullies Requires Adult Supervision

Selected Materials from our Clearinghouse

- Bully Proof: A Teachers' Guide on Teasing and Bullying for use with Fourth and Fifth Grade Students

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- Childhood Depression: Is it on the rise?
- Preventing Bullying: A Manual For Schools And Communities
- Preventing Youth Hate Crime
- Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3
- School Bullying and Victimization

Related Agencies and Websites

- Anti-Bullying Network
- National School Safety Center
- The Peace Center
- Wellesley Centers for Women

Relevant Publications That Can Be Obtained at Your Local Library

- *The Bully Free Classroom : Over 100 Tips and Strategies for Teachers K-8* . By A.L. Beane (1999). Free Spirit Pub.
- *Bullying at School : What We Know and What We Can Do (Understanding Children's Worlds)* . By D. Olweus (1994). Blackwell Pub.
  Towards Bully-Free Schools. By D. Glover, N. Cartwright & D. Gleeson (1997). Open Univ Pr.

We hope these resources met your needs. If not, feel free to contact us for further assistance.For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "The fine Art of Fishing" which we have developed as an aid for do-it-yourself technical assistance.

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If you go online and access the Quick Find, you can click over to the various sites to access documents, agencies, etc. For your convenience here, the following pages list the website addresses for the various Quick Find entries.

Shortcut Text	Internet Address
Quick Training Aid	http://smhp.psych.ucla.edu/qf/bully_qt/
An Introductory Packet on Conduct and Behavior Problems in School Aged Youth	file:///G:/packets%20backup/quick%20training%20aids/intropak.htm#behprob
Addressing the Problem of Juvenile Bullying	http://www.ncjrs.org/txtfiles1/ojjdp/fs200127.txt
At what age are children most likely to be bullied at school? (PDF Document, 141K)	http://www3.interscience.wiley.com/cgi-bin/fulltext?ID=86513521&PLACEBO=IE.pdf
Bullying and School Violence: The Tip of the Iceberg	http://www.balarad.net/clients/weinhold/bullyingmain.htm
Bullying Behaviors Among US Youth: Prevalence and Association with Psychosocial Adjustment	http://jama.ama-assn.org/issues/v285n16/abs/joc01746.html
Bullying in Schools	http://www.ed.gov/databases/ERIC_Digests/ed407154.html
The Bullying Prevention Handbook	http://www.kiva.net/~nes/new/bullyingbook.html
Bullying widespread in middle school, say three studies	http://www.apa.org/monitor/oct99/cf3.html
Bullyproof: Online Bullyproofing.	http://www.bullyproof.org/background.html
Bully-Proof Your School	http://www.education-world.com/a_admin/admin018.shtml
Juvenile Delinquency and Serious Injury Victimization	http://ojjdp.ncjrs.org/pubs/violvict.html#188676
National Bullying Awareness Campaign	http://www.nea.org/issues/safescho/bullying/
Safeguarding Your Children at School: Helping Children Deal with a School Bully	http://www.pta.org/programs/sycsch.htm
School Bullying and the Law	http://www.antibullying.net/law.htm
Sticks and Stones: Changing the Dynamics of Bullying and Youth Violence	http://www.wiclearinghouse.com/
Those who can, do. Those who can't, bully.	http://www.successunlimited.co.uk/chldnews.htm
When Push Comes to Shove: Dealing with Bullies Requires Adult Supervision	http://www.pta.org/pubs/whenpu.htm
Bully Proof: A Teachers' Guide on Teasing and Bullying for use with Fourth and Fifth Grade Students	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC84
Childhood Depression: Is it on the rise?	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=3002DOC43
Preventing Bullying: A Manual For Schools And Communities	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC80
Preventing Youth Hate Crime	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC81
Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC85
School Bullying and Victimization	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2108DOC53
Anti-Bullying Network	http://www.antibullying.net/index.html
National School Safety Center	http://www.nssc1.org/
The Peace Center	http://www.comcat.com/~peace/PeaceCenter.html
Wellesley Centers for Women	http://www.wellesley.edu/WCW/
search	http://smhp.psych.ucla.edu/search.htm

Shortcut Text	Internet Address
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

Originals for Overheads

The following can be copied to overhead transparencies to assist in presenting this material.

Facts About Bullying

(From: Voices for Children)

What is 'Bullying'?

- Bullying is a form of inter-child aggression
- Bullying behaviour is a combination of power and aggression.
- Bullying may be physical; verbal; relational; or reactive.
- Many victims of bullying are different in some way.

Why care about bullying?

- Bullying is a pervasive problem.
- Most bullying goes unreported
- Boys and girls engage in bullying at approximately the same rate.
- Bullying has an enduring effect on both victim and bully.
- We do not know, yet, however, whether bullying is predictive of later aggressive behaviour
- Research on aggressive children shows that their prognosis for healthy development is poor.
- Children who become established in the role of victim are often rejected by their peers.

Strategies to stop Bullying

- The power of peer intervention
- Peer Intervention by Adolescents: Why it Works
- What can children and youth do now?
- What can adults do?

What works?

- The best intervention is one which addresses the social context in which bullying occurs.
- The first step in such an effort is a school policy with clearly stated rules against bullying.
- Classroom discussions serve to sensitize children to the problem
- Increased adult active supervision of playgrounds.

Bullying Prevention: Recommendations for Schools

(From the Center for The study and Prevention of violence)

The Role of Schools in Preventing Bullying

- The school should be a safe and positive learning environment for ALL students

Recommended General Rules for Improving Overall School Climate

Two general conditions must exist in order to prevent bullying:

- adults at schools should be aware of the extent of bully/victim problems in their own schools
- these adults should involve themselves in changing the situation.

Consequences of Bullying Behavior

- Establishing rules against bullying necessitates creating positive or negative consequences for following or violating rules.

School-Level Interventions

- Designed to improve overall school climate

Classroom-Level Interventions

- Designed to improve an individual classroom's social climate

Individual-Level Interventions

- Designed to change or improve the behavior of students in general

To maintain a broad perspective of the reforms needed to address barriers to learning, we organize our thinking and materials around the following three categories:

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Learning problems
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gangs
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Gender and sexuality
- Reactions to chronic illness

Center for Mental Health in Schools, UCLA
Howard Adelman & Linda Taylor, Co-Directors